

Hand Middle

2600 Wheat Street
Columbia, South Carolina 29205

Grades 6–8 Middle School

Enrollment 904 Students

Principal Marisa Vickers 803–343–2947

Superintendent Dr. Allen J. Coles 803–231–7500

Board Chair Lane Quinn 803–231–7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	29	15	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	No
2004	Good	Below Average	No
2005	Good	Average	No
2006	Average	Unsatisfactory	No

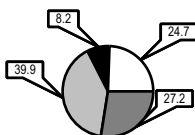
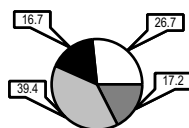
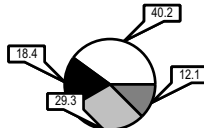
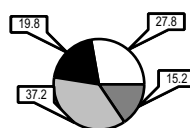
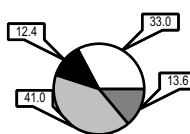
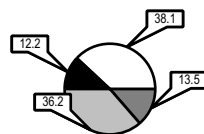
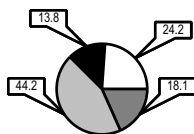
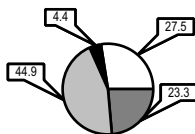
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	97.7	97.3
English 1	N/A	90.6
Biology 1/Applied Biology 2	N/A	55.5
Physical Science	N/A	50.4
All Subjects	97.7	93.8

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	905	95.0	24.6	39.1	27.7	8.6	48.5	Yes	Yes
Gender									
Male	475	93.9	27.2	40.6	25.2	7.1	44.6	N/A	N/A
Female	430	96.3	21.8	37.6	30.4	10.2	52.7	N/A	N/A
Racial/Ethnic Group									
White	368	97.3	9.0	35.2	39.8	16.0	70.5	Yes	Yes
African American	505	93.5	38.3	42.4	17.1	2.2	29.8	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	6.7	40.0	46.7	6.7	66.7	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	796	99.4	21.4	39.6	29.8	9.2	51.8	N/A	N/A
Disabled	109	63.3	59.4	34.4	4.7	1.6	12.5	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	905	95.0	24.6	39.1	27.7	8.6	48.5	N/A	N/A
English Proficiency									
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	895	95.0	24.8	39.2	27.7	8.3	48.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	430	92.3	41.1	42.9	13.5	2.4	24.0	No	Yes
Full-pay meals	475	97.5	11.9	36.2	38.5	13.3	67.2	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	905	95.6	25.9	39.1	17.7	17.2	43.9	Yes	Yes
Gender									
Male	475	94.7	24.8	39.0	17.0	19.3	45.3	N/A	N/A
Female	430	96.5	27.2	39.2	18.5	15.1	42.5	N/A	N/A
Racial/Ethnic Group									
White	368	97.0	11.8	36.0	22.7	29.6	61.6	Yes	Yes
African American	505	94.7	38.2	42.5	13.3	6.0	27.8	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	6.7	20.0	40.0	33.3	73.3	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	796	99.5	22.4	39.7	19.1	18.7	46.8	N/A	N/A
Disabled	109	67.0	62.7	32.8	3.0	1.5	13.4	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	905	95.6	25.9	39.1	17.7	17.2	43.9	N/A	N/A
English Proficiency									
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	895	95.5	26.1	39.3	17.5	17.0	43.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	430	93.5	40.8	43.8	9.8	5.7	25.0	Yes	Yes
Full-pay meals	475	97.5	14.4	35.6	23.9	26.1	58.5	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	905	98.0	40.2	29.2	12.1	18.5	30.6
Gender							
Male	475	97.9	36.8	29.4	12.7	21.1	33.7
Female	430	98.1	43.9	29.0	11.5	15.7	27.2
Racial/Ethnic Group							
White	368	99.2	19.1	29.9	18.2	32.8	51.0
African American	505	97.4	58.3	28.7	6.9	6.0	13.0
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	13.3	33.3	20.0	33.3	53.3
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	796	99.5	35.3	30.6	13.3	20.7	34.0
Disabled	109	87.2	76.0	18.8	3.1	2.1	5.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	905	98.0	40.2	29.2	12.1	18.5	30.6
English Proficiency							
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	895	98.0	40.4	29.2	12.1	18.3	30.4
Socio-Economic Status							
Subsidized meals	430	97.4	63.9	24.4	6.7	5.0	11.8
Full-pay meals	475	98.5	21.2	33.1	16.4	29.3	45.7

Social Studies							
All Students	905	98.0	27.7	37.2	15.2	19.9	35.1
Gender							
Male	475	97.9	26.8	33.7	15.3	24.2	39.5
Female	430	98.1	28.7	41.0	15.1	15.1	30.3
Racial/Ethnic Group							
White	368	99.2	15.2	30.8	19.9	34.0	54.0
African American	505	97.4	38.7	42.4	10.9	8.1	19.0
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	0.0	53.3	20.0	26.7	46.7
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	796	99.5	23.5	38.2	16.6	21.7	38.3
Disabled	109	87.2	58.3	30.2	5.2	6.3	11.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	905	98.0	27.7	37.2	15.2	19.9	35.1
English Proficiency							
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	895	98.0	28.0	37.2	15.1	19.8	34.9
Socio-Economic Status							
Subsidized meals	430	97.4	44.5	38.4	9.8	7.3	17.1
Full-pay meals	475	98.5	14.2	36.3	19.6	30.0	49.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	305	99.7	31.3	34.2	26.0	8.5	34.5
	7	310	99.0	19.2	46.5	29.4	4.9	34.3
	8	269	99.6	18.6	39.7	24.4	17.4	41.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	280	95.4	29.7	31.0	25.9	13.4	39.2
	7	303	95.7	27.2	36.2	27.9	8.7	36.6
	8	322	94.1	17.6	48.9	29.0	4.4	33.5
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	305	99.3	21.7	32.4	24.6	21.4	45.9
	7	310	99.0	25.2	32.9	20.3	21.7	42.0
	8	269	99.6	33.5	33.5	18.6	14.5	33.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	280	96.1	22.6	36.8	20.9	19.7	40.6
	7	303	96.0	23.8	35.8	19.2	21.1	40.4
	8	322	94.7	30.8	44.3	13.6	11.4	24.9
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	305	99.3	40.9	27.0	14.6	17.4	32.0
	7	310	99.0	31.5	32.2	16.4	19.9	36.4
	8	269	99.6	29.8	31.4	15.7	23.1	38.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	280	99.3	49.6	22.5	11.1	16.8	27.9
	7	303	98.3	38.6	27.6	14.0	19.9	33.8
	8	322	96.6	33.7	36.5	11.2	18.6	29.8
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	305	99.7	23.5	33.1	18.1	25.3	43.4
	7	310	99.0	31.1	35.7	16.1	17.1	33.2
	8	269	99.3	22.3	42.1	17.4	18.2	35.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	280	99.3	27.9	30.7	16.0	25.4	41.4
	7	303	98.3	34.2	34.6	9.9	21.3	31.3
	8	322	96.6	21.4	45.3	19.6	13.7	33.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 904)				
Students enrolled in high school credit courses (grades 7 & 8)	52.0%	Up from 50.5%	18.1%	16.7%
Retention rate	2.8%	Up from 2.1%	2.7%	2.5%
Attendance rate	96.7%	Up from 96.5%	96.0%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.3%	Down from 6.7%	0.2%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	3.9%	Down from 5.6%	0.1%	1.0%
Eligible for gifted and talented	32.9%	Up from 31.8%	20.2%	15.6%
On academic plans	26.5%	N/AV	35.4%	39.9%
On academic probation	22.0%	N/AV	0.3%	0.7%
With disabilities other than speech	11.3%	Down from 11.8%	12.5%	12.4%
Older than usual for grade	3.0%	Up from 1.7%	4.4%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Up from 0.5%	0.7%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 66)				
Teachers with advanced degrees	65.2%	Up from 63.2%	51.9%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	17.1%	N/A	6.2%	9.1%
Teachers with emergency or provisional certificates	8.1%	Down from 9.7%	4.3%	5.6%
Teachers returning from previous year	88.6%	Up from 88.4%	87.5%	84.6%
Teacher attendance rate	93.2%	Down from 94.9%	94.9%	94.8%
Average teacher salary	\$45,120	Up 6.6%	\$42,812	\$42,267
Prof. development days/teacher	11.9 days	Up from 10.4 days	12.3 days	11.9 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	3.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 18.2 to 1	22.3 to 1	21.1 to 1
Prime instructional time	88.0%	Down from 90.1%	89.7%	89.0%
Dollars spent per pupil*	\$6,351	Up 7.4%	\$6,194	\$6,243
Percent of expenditures for teacher salaries*	70.3%	Down from 73.2%	60.2%	59.8%
Percent of expenditures for instruction*	76.8%		65.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	96.3%	Up from 89.8%	99.0%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2005-06 school year, Hand Middle School had many outstanding achievements. These included 41 S.C. Junior Scholars, 50 Middle School Scholars, 13 Duke TIP Scholars, and ten first-place winners at State History Day—more than any other state middle school. The principal was recognized as the South Carolina Middle School Principal of the Year. The drama teacher received a Fulbright Scholarship to Japan. Hand was one of only ten schools nationwide featured in the Arts Education Partnerships' Third Space: When Learning Matters recognizing Hand's outstanding arts program. A student earned the first-place award in the Visual Literacy Festival Video Contest, receiving the Overall Award for Creative Excellence. Hand held the annual Family Reading, Math, and Science Nights. Hand was one of only seven state schools to receive the Exemplary Writing Award for outstanding instructional programs emphasizing writing. Additionally, Hand received an Exemplary rating for demonstration of continuous improvement from the Southern Association of Colleges and Schools during an accreditation visit. Hand's Academic Team placed first in the district. Three students won the Trumpeter Campaign Award. At the Region II Science and Engineering Fair, three students were recognized for outstanding achievement. The Comprehensive Remediation Program and Challenging Horizons Program provided subject-area support and assistance. Hand continued as an Arts in the Basic Curriculum site, receiving grant funding for arts instruction and integration. One hundred percent of teachers completed technology portfolios. A technology specialist coordinated technology planning and strategies integrating information literacy standards. Hand's Classified Employee of the Year was recognized as a district finalist.

The Hand community helped to foster success in the school. The PTO sponsored parent information sessions. The School Improvement Council prepared for Hand's accreditation visit and reviewed construction progress. The Foundation focused efforts on planning for a school and community amphitheatre. Supporting the amphitheatre, the Foundation sponsored the first annual Cinco de Mayo celebration. The Cluster of Churches brought in volunteers and resources. A Dean of Students provided additional assistance for student and community needs. The Student Council assisted with raising funds for hurricane relief. The Junior Honor Society supported the Five Points St. Patrick's Day Celebration cleanup, Festival of Trees, and the Reach Out & Read Program.

To improve the success of all students in all areas, additional academic time was added to math, social studies and science classes. For students in need of additional assistance in reading and math, lab courses were offered. Challenges include the ongoing needs of students whose families live in poverty, the need for additional space and updated facilities while undergoing construction, and the ongoing challenge of aligning instruction and assessment to the state standards. Community and parent involvement continue to support our students.

Marisa P. Vickers, Principal
Bonnie Volious, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	69	275	154
Percent satisfied with learning environment	98.6%	77.6%	82.7%
Percent satisfied with social and physical environment	91.2%	71.1%	77.2%
Percent satisfied with school-home relations	89.9%	83.6%	82.2%

*Only students at the highest middle school grade level at this school and their parents were included.